

HIGHLIGHTS OF THE 2014 ACCOUNTABILITY SYSTEM

August 8, 2014

The 2014 public school accountability system is built on a performance index framework that captures campus and district achievement from a range of perspectives. This framework includes four critical indexes that measure: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. As a result, parents, educators, and the general public gain a comprehensive view of the state of public education across Texas. The accountability system coupled with the system's safeguards provides the detailed information necessary to guide school and classroom practice and enable educators to address individual student needs.

THE STATE OF TEXAS

More than 5 million students enrolled in Texas public schools during the 2013-14 school year. Students took more than 8 million total tests in the subjects of reading, mathematics, writing, science, and social studies on the State of Texas Assessments of Academic Readiness (STAAR™). Of all tests taken, **77%** of the tests met the Phase-in Satisfactory standard for 2013-2014.

DISTRICTS (Including Charter Operators)

Of the **1,227** districts in the state, **1,106 (90.1%)** achieved a rating of *Met Standard* or *Met Alternative Standard*. A total of **111 (9.0%)** districts were rated *Improvement Required*, and **10 (0.8%)** were labeled as *Not Rated*.

CAMPUSES (Including Charter Campuses)

Of the **8,574** campuses in the state, **7,278 (84.9%)** achieved a rating of *Met Standard* or *Met Alternative Standard*. A total of **750 (8.7%)** campuses were rated *Improvement Required*, and the remaining **546 (6.4%)** campuses were labeled as *Not Rated*.

CHARTERS

Charter Operators

Of the **202** Charter Operators that received 2014 accountability ratings, **124 (61.4%)** achieved the rating of *Met Standard*; **33 (16.3%)** were rated *Met Alternative Standard*; and **35 (17.3%)** were labeled *Improvement Required*. The remaining **10 (5.0%)** Charter Operators were labeled as *Not Rated*.

Charter Campuses

Of the **588** total Charter campuses, **318 (54.1%)** achieved a rating of *Met Standard*; **101 (17.2%)** were rated *Met Alternative Standard*; and **99 (16.8%)** were labeled as *Improvement Required*. The remaining **70 (11.9%)** Charter campuses were labeled as *Not Rated*.

ALTERNATIVE EDUCATION ACCOUNTABILITY (AEA) CAMPUSES

Of the **400** campuses registered to be evaluated under the Alternative Education Accountability (AEA) provisions, **242 (60.5%)** achieved a rating of *Met Alternative Standard* and **29 (7.3%)** were labeled as *Improvement Required*. The remaining **129 (32.2%)** AEA campuses that were *Not Rated* consisted of **9** AECs of Choice, **36** Dropout Recovery Schools, and **84** Residential Treatment Facilities.

Of the **400** campuses registered to be evaluated under the AEA provisions, **145 (36.3%)** were charter campuses. Of the **145** charter campuses, **101 (69.7%)** achieved a rating of *Met Alternative Standard* and **3 (2.1%)** were labeled as *Improvement Required*. The remaining **41 (28.3%)** AEA campuses that were *Not Rated* consisted of **2** Dropout Recovery Schools and **39** Residential Treatment Facilities.

NOT RATED DISTRICTS AND CAMPUSES

Of the **1,227** districts evaluated in the state, only **10 (0.8%)** were labeled *Not Rated*. Of those, **9 (90%)** were Residential Facilities, **1 (10%)** could not be rated as a result of small numbers analysis.

Of the **8,574** campuses evaluated in the state, **546 (6.4%)** were labeled *Not Rated*. Of those, **398 (73%)** were JJAEPs, DAEPs, or Residential Facilities, **139 (25.5%)** could not be rated as a result of small numbers analysis, and **9 (1.6%)** were not rated due to other reasons.

DISTINCTION DESIGNATIONS

Only campuses and districts that receive an accountability rating of *Met Standard* are eligible for Distinction Designations in 2014. AEA campuses are not eligible for distinction designations.

Of the **8,574** campuses in Texas, **7,036 (82.1%)** were evaluated for a distinction designation with the largest number of campuses, **2,249 (26.2%)**, receiving a distinction for Academic Achievement in Reading/English Language Arts; followed by **2,028 (23.7%)** for Postsecondary Readiness (campus); **2,025 (23.6%)** Top 25 Percent: Closing Performance Gaps; **1,938 (22.6%)** received a distinction for Academic Achievement in Mathematics; **1,841 (21.5%)** in Academic Achievement in Science; **1,577 (18.4%)** campuses received a distinction for achieving the Top 25 Percent: Student Progress; and **867 (10.1%)** in Academic Achievement in Social Studies.

In total, **4,422 (51.6%)** campuses received one or more Distinction Designations, while **400 (4.7%)** campuses received every distinction designation for which they were eligible. Of the **1,227** districts evaluated in the state, **26 (2.1%)** districts received the Distinction Designation for Postsecondary Readiness.

SYSTEM SAFEGUARDS

System safeguards are designed to evaluate the disaggregated performance results of the state accountability system to ensure that poor performance in one area or one student group is not masked in calculating the performance index rate.

The disaggregated performance measures and safeguard targets are calculated for performance rates (all five subject areas), participation rates (reading and mathematics only), and graduation rates (four-year or five-year federal graduation rates), for 11 student groups: All Students, and Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races; Economically Disadvantaged, Students with Disabilities, and English language learners (ELLs).

Statewide, of the 55 performance indicators (five subject areas times 11 student groups) evaluated in the system safeguards, **53 (96%)** achieved the performance target of 55%. The performance rates that are evaluated against the system safeguards are based on assessment results and criteria used to calculate Index 1 performance.

All **22** of the participation indicators (two subject areas times 11 student groups) met the participation target of 95% when evaluated against the system safeguards.

Of the **11** student groups evaluated against the system safeguards for graduation rates, **10 (91%)** achieved the graduation rate target of 80% for the four-year rate, or 85% for the five-year rate, or demonstrated sufficient improvement to achieve the goal of 90%.

System safeguards also include district and state measures on the use of student passing results from STAAR Modified and STAAR Alternate tests based on federal limits on alternative assessments. The state did not exceed the federal limit of 1% on STAAR Alternate or the 2% limit on STAAR Modified results for reading. On mathematics, the state did not exceed the federal limit of 1% on STAAR Alternate, but did exceed the 2% limit on STAAR Modified results.

